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ABSTRACT

Presented is the 1974 work-study program curriculum guide from Fairfax County, Virginia for mildly retarded secondary school students. The vocational program's four-fold goal is to develop curriculum materials, train personnel, develop instructional techniques, and provide logistics support to future the employment potential of students. The program description provides charts which correlate the goals to the following objectives: improving communication skills and developing personal/social and specific occupational skills. Responsibilities of intermediate and high school staff members are listed. Job placement and termination procedures noted include screening eligible students and evaluating student work experience. Sample lists of needed vocational, academic, social, and personal skills are delineated for the following core areas: consumer and home management (child care), public service (food service), business (clerical and stock clerk), and construction helper. Guidelines and diagrams are given for classroom and occupational laboratory organization. Program forms and program evaluation components are listed. An appendix contains forms for an opinion survey, lesson plans, student progress reports, work-study program agreements, and followup procedures. (LH)

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CURRICULUM GUIDE

For the Work–Study Program

1974

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Special Education Division
Fairfax, Virginia

EC 070589

This curriculum guide for the Work-Study Program is a result of the efforts, interest, and enthusiasm of the following people.

Their sincere commitment in developing a more viable educational program for special students is gratefully acknowledged.

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SECTION I

PHILOSOPHY

Prerequisite to the planning and development of a viable curriculum for the mildly retarded at the secondary school level is a philosophy from which the objectives of curriculum are devined.

We believe the population of students classified as mildly retarded are capable of obtaining and maintaining resourceful positions in competitive employment which will afford them economic self-sufficiency in adult living. As special educators, we recognize the inherent worth of each student as an individual and devote our professional efforts and energies toward assisting the special student in manifesting those abilities and talents which enable him or her to achieve self-fulfillment in adult life.

Implicit in the special nature of the students being served is the need for special teaching techniques and learning materials. Thus, the difference between special instructional programs and those designed for regular-education students is not in a reduction of the standards of quality for education, but in the methods employed to achieve those standards.

The following guide to curriculum development for the mildly retarded is not submitted as a panacea for secondary MR programs in Fairfax County Public Schools. It is an alternative to past program organization and management. Though it does not reflect the range of professional expertise demonstrated by special educators, it does provide a foundation upon which we can cooperatively build a curriculum, limited only by our ingenuity and expectations.

Finally, most important in developing and implementing any new educational program is the nature and extent of our commitment to students. We share a commitment which is best summarized in the words of Haim Ginott for his work *Teacher and Child, A Book for Parents and Teachers:*

> I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

SECTION II

PROGRAM INTRODUCTION

Although some kind of labeling seems essential in dealing with groups of children, the labeling and categorizing of children who have special needs that are below average in particular need careful attention. There is a growing uneasiness and perhaps even unfairness in these labels. That particular problem is one each school and school system has to define for itself and to work out with satisfaction.

All children can learn the same general kinds of things, though obviously not in the same way. The key problem is that not all teachers want to teach those children who are in need of special services, and who are in point of fact difficult to teach.

The practice of teaching children who are below average in special classes has grown up over the years as a remedy to aiding those children in their search for finding ways of making their lives more meaningful and productive.

The problem is too often simplified. To some the problem is how to isolate the children (form special classes around them) in order to prepare them to enter the real life of the average classroom--to find a way to get them to enter the mainstream. To others, it is a way of keeping the children from the regular classroom so as to provide them with the special services they require in order to cope with the work-a-day world they will soon enter.

Thus, in a practical sense the issue boils down to which special kind of teacher will assume responsibility for the primary instruction of the child or youth who is different.

Besides those with obvious handicaps--vision and hearing impairment, physical defects, speech impediments, and emotional and mental retardation--there are scores of children who are simply below average in ability and capacity. They are not abnormal. They are not mentally ill. They are not emotionally disturbed. According to our complex, technological society, they are simply not as well equipped mentally as others.

Notice that the problem is relative to others, not necessarily to the person. Relative to others, the mildly retarded person finds himself or herself not as well endowed. Unfortunately, and too often, a social stigma is attached to one's overall ability.

Consequently, the special needs of the mildly retarded are those very often associated with adjustment to the expectations of others--teachers, parents and those responsible for the educational system, and, later, employers responsible for productive usefulness.

Given these special concerns, the needs of those children in secondary schools take on a special dimension. For coupled with the knowledge that they are not good enough to be average, these children are also coming to grips with maturational and adolescent growth. In the most transforming of all leaps into adulthood, adolescence, the young person is, in addition, facing what the world has to offer him or her beyond only relatively mild success.

In many cases the school, as the linchpin in the process of giving the student skills enough to cope with the modern world, lacks the resources, the stamina, the energy, and the wit to piece together effective and long-lasting programs of substance for the mildly retarded of secondary school age.

Consequently, the school finds itself in the position of attempting to decide on placement, instead of adaptation to meet the tremendous needs of young adolescents facing the double disadvantage of finding their adult identity, and finding themselves not good enough (in the eyes of others) to be "average." For the hardy, it is a difficult challenge. Without encouragement and help from scores of specially trained personnel, it is a fantastically difficult road to travel for the emerging adolescent.

For many schools, the progress that has been made has been exemplary.

Public information has brought the needs to public consciousness. Many children have moved successfully back and forth from working with their regular teachers to working with their special teacher. Many children have been identified early to prevent further retardation. More conscious efforts at the local school level have in some instances increased the funds that otherwise might not have gone for the mildly retarded. State legislatures have enacted state statutes for the benefit of such children. The Congress has even appropriated more funds than ever before to meet the rising concerns over the needs of the special students.

But clearly much more can be done, and needs to be done.

Of crucial concern in the coming months and years are special curriculum programs, and new instructional techniques necessary to satisfy the special needs of the mildly retarded and to do justice to a comprehensive integration of the best in new knowledge and its applications.

Some of these special concerns include: the proper identification of children with special needs, the development of special programs that lead to gainful employment, the development of curricular materials that focus on the development of skills necessary for obtaining and maintaining a position or job in society, variable instructional techniques among regular classroom teachers, special education teachers, and special information-sharing sessions with parents, volunteers, and other personnel interested in the development of programs for these children.

The point to remember, for those planning and working with children and youths of mild retardation, is that all of the "normal" preparatory skills associated with schooling--academic training, college preping, and the like--are not applicable.

Given that certitude, the question becomes: What is schooling for the mildly retarded--what can school offer that will have some lasting value?

This is not simply a rhetorical question. In asking it, it is also necessary to say that one response is that schools ought to train young children and youth for gainful employment--and meaningful work. That may well be an overall goal.

This is even more essential when we speak about the necessity of schooling for the mildly retarded. Their hope is to work...it is not to continue further schooling.

As a result, an important link in the whole process is the attitude of the employer. The entire focus of this developmental program, to be administered by Fairfax County schools, is to develop a meaningful curriculum for vocational orientation.

Generally, the needs consist of the following four areas: (1) curricular, (2) instructional, (3) personnel, and (4) logistics.

Using these general areas as ways of integrating the changes necessary to develop a strong program for the mildly retarded of secondary school age, we proceed to outline ways in which we can adapt the best of our current programs with what we currently hold about new forms of improvement.

Thus, given this schema, the following issues become apparent:

CURRICULAR ISSUES IN CURRICULUM DEVELOPMENT

- Vocational
- Job Orientation and Placement
- Career Counseling
- Testing and Evaluation
- Task Analyses

INSTRUCTIONAL ISSUES IN CURRICULUM DEVELOPMENT

- Laboratory Sessions and Grouping
- Team Planning
- The Development of Behavioral Objectives
- Sequential Skills Development
- Testing
- Work-Study Coordination

PERSONNEL CONSIDERATIONS IN CURRICULUM DEVELOPMENT

- Program Specialist
- Area Coordinators
- Area MR Specialists
- Principals
- Resource Teacher/Chairpersons
- MR Teachers
- Regular Classroom Teachers
- Parents
- Community Resources
- Volunteers

LOGISTICAL AND SUPPORT SERVICES IN CURRICULUM DEVELOPMENT

- Intra-County Coordination
- Scheduling and Plant Facilities
- Transportation
- Community Service Agencies
- Public Information Channels

From past experience, educators associated with the mildly retarded have found that four general kinds of employment opportunities are most often obtainable by these students. This developmental curriculum will be grouped around these four themes:

- Construction trades
- Business practice
- Public service
- Consumer and home management

Potential employment level in the four areas listed will be raised if the student is properly trained.

SECTION III

PROGRAM DESCRIPTION

The general overall goal of the program will be to develop suitable curriculum materials, develop suitable instructional techniques, train appropriate personnel, and help find suitable employment for the mildly retarded youths of Fairfax County schools. This will be accomplished through:

- Pre- and post-educational and pre- and post-vocational diagnosis of each student

- Ungraded student grouping according to selected vocational interest categories

- Individualization of instruction through
  - . Diagnostic test results
  - . Organization of classroom structure to permit hands-on activites in simulated vocational lab stations and individual and small-group learning centers
  - . Sequential skill progress charts
  - . Utilization of relevant instructional materials and equipment

- Behavioral objectives and task sheets delineating materials, methods and results prepared for students in each vocational grouping

- Team coordination and planning by resource teacher/chairman to permit maximum interdigitation of team members concerning
  - . Personal, social, academic and vocational needs and achievements of each student
  - . Consistent actions to achieve behavior modification
  - . Appropriate materials and methods
  - . Regrouping
  - . Ongoing educational and vocational diagnosis

- Longitudinal program coordination by area MR specialist to insure
  - . Continuity between high school work-study programs and intermediate programs
  - . Ongoing curriculum modification and development

- Uniform job placement, on-the-job training and termination procedures

- Increased parental support and involvement through
  - . Parent-teacher group meetings
  - . Volunteer classroom aides
  - . Community resource support
  - . Transportation
  - . Evaluation and modification of curriculum

The ultimate goal will be to place people in job-oriented and work-related positions. The curriculum will lead to the comprehensiveness of that kind of education and training. For example: At the end of the student's participation in the Consumer and Home Management segment of the curriculum, he or she will have successfully demonstrated competence in the following skills:

- Ability to be interviewed for a job and to pass (that is, the interviewer decides to hire)
- Ability to relate responsibly with fellow workers by carrying on conversations and initiating them, including those with friends and with total strangers
- Ability to request help and advice from supervisors, and to request assessment of performance
- Ability to resolve disputes, both real and probable, with fellow workers and potential supervisors

The development of curricular units will be geared towards a specific curricular goal.

For example, a module of training will be simulations in a special interviewing room whereby students exchange roles as interviewer and interviewee, and critical observer. Some of these better sessions, staged beforehand, could be videotaped and used as source materials for further training in other classes.

By the same token, other modular units could be tested and developed which create potential conflicts between youth workers and supervisors. These could then be resolved in class discussions, in labor bargaining, and in discussions with union leaders.

SECTION IV

PROGRAM GOALS AND OBJECTIVES FOR SECONDARY WORK-STUDY PROGRAM

PROGRAM GOALS AND OBJECTIVES	CURRICULUM	INSTRUCTION	PERSONNEL	LOGISTICS
I. To improve communication skills, especially the basic skills of listening, speaking, quantitative reasoning, writing, and reading, as a result of student interest in a specific vocational area	To integrate the present academic curriculum into the vocationally oriented curriculum and program	To provide for increased use of specific work examples related to chosen vocational areas in all basic skills areas	MR teachers and regular classroom teachers with the cooperation of principals, supervisors, and coordinators, and in association with locally identified community vocational leaders	In presently assigned spaces and times
A. To identify a set of diagnostic instruments to discover ways of improving the teaching of these skills				
B. As a result of increased knowledge about student potential, to individualize the basic skills program for those students				
C. To identify and implement a series of resources and techniques for individualizing the diagnosed needs of those students				

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PROGRAM GOALS AND OBJECTIVES	CURRICULUM	INSTRUCTION	PERSONNEL	LOGISTICS
I. To develop a program based on individual student aptitude and vocational interests within four vocational areas: business practices, consumer and home management, public services, and construction trades A. To identify (and/or develop) and use tests that measure vocational aptitude and interest B. At the intermediate level, students to explore all four vocational areas C. At the high school level students, as a result of diagnosis to be counseled into one of the four vocational areas D. Senior and possibly some juniors to experience on-the-job training	To increase cooperative curriculum planning among vocational and industrial arts teachers and regular and special teachers To incorporate diagnostic test results into more specific curriculum objectives	To use small-group discussions to increase student awareness of specific vocational aptitudes, and what they mean To include lab and independent study sessions for practice on required skills and knowledges To develop more appropriate devices to improve the instructional process for self-awareness about job potential To expand the number of vocationally relevant field trips	Special MR teachers and coordinators in cooperation with selected regular classroom teachers Appropriate vocational leaders as appropriate and suitable Resource aides and volunteers for labs and independent study sessions Curriculum planners and staff development specialists	Special work-study area Special testing areas Counseling offices for student and parent conferences Committee meeting rooms for conducting discussions and decisions about student placements in one of the four vocational areas

PROGRAM GOALS AND OBJECTIVES	CURRICULUM	INSTRUCTION	PERSONNEL	LOGISTICS
II. To develop personal and social attitudes essential for successful living at school and in the community, and for homemaking A. To develop personal attitudes like good grooming, sound health habits, and acceptable attitudes toward work and self-appraisal B. To develop social attitudes such as relating to others, and respect for the rights and privileges of self and others C. To develop homemaking skills such as child-rearing practices, household managing, and positive husband-wife relationships (continued)	To insure the integration of the present curriculum into the special curriculum in terms of personal and social work habits, and positive values about home, school and community, and to make necessary refinements To develop special modular units in behavioral objectives specifically for the implementation of personal and social values, and work habits	To increase the number of small-group sessions for discussion of attitudes about home, school, community, and personal values, responsibilities, and rights To expand the number of field trips to the courts, community service agencies, local government offices To encourage a larger number of civic leaders to make presentations and make themselves available for counseling and consultation To encourage the community to provide greater services through employment and the like To elicit the aid of local business groups	Special teachers in cooperation with classroom teacher Special resource personnel (curriculum coordinators, health and occupational specialists) Aides and volunteers who can lead community field trips Business leaders who can lend time or appoint representatives Small-group instructional specialists Audiovisual experts and media specialists	Small-group discussion rooms or cubicles Scheduling of children for special sessions and special trips Individual planning sessions for integrative curriculum cooperation among teachers Transportation as required (perhaps arranged by local and community sponsors) Arrangement of parent meetings to discuss the development of attitudes

PROGRAM GOALS AND OBJECTIVES	CURRICULUM	INSTRUCTION	PERSONNEL	LOGISTICS
II. Continued D. ~~To develop~~ personal habits relating to punctuality, dependability, initiative, cooperation, and awareness of the thresholds of strong emotions; to develop responsibility and acceptance for the consequences of personal actions E. To develop positive behaviors supporting democratic ideals and civic responsibilities, such as local and state government, and local judicial processes and laws				

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PROGRAM GOALS AND OBJECTIVES	CURRICULUM	INSTRUCTION	PERSONNEL	LOGISTICS
IV. To develop a program of specific occupational clusters that will enable the student to become employed, remain employed, and be promoted A. To identify or develop a cluster of skills which will increase the student's knowledge and practice of personal work habits, such as honesty, dependability, etc. B. To identify or develop a cluster of skills that increase the knowledge and practice of the student's relationship with fellow workers, supervisors, customers and subordinates, such as appearance and attire, respect for others' preferences, etc. (continued)	To coordinate preoccupational and identified skills clusters with the new program design To discuss with business leaders areas of occupational curriculum development To identify pre-packaged curricula focusing on occupational skill development To re-assess the present curriculum for possible refinements for occupational development To establish an occupational center where the student learns financing, advertising, buying, selling, and merchandising	To arrange visits to occupational centers of major employers To organize small-group discussion and study sessions for focus on worker plans for social security, benefits, retirement, health, vacations, and pension To participate in role-playing sessions which focus on interviewing, recruiting, retention, and promotion policies To arrange for team teaching sessions on occupational cluster components To invite business speakers, labor leaders, and union organizers	Coordination of team planning and teaching sessions Encouragement of principals to become more knowledgeable about occupational skill development Appointment of representatives from major employers as partners in the cluster skill development Promotion of staff development exercises among classroom teachers about occupational skill development	More time scheduled around the occupational skill development during regular class sessions Establishment of a student-sponsored store within the school which buys, sells, advertises, and grows in sales Encouragement of the use of alternate space during regular school hours for occupational skill development Experimentation with shared time and space with local employers and businesses Community transportation for special services to be petitioned for

PROGRAM GOALS AND OBJECTIVES	CURRICULUM	INSTRUCTION	PERSONNEL	LOGISTICS
V. Continued C. To identify or develop a cluster of skills relating to the search for employment, the maintenance of employment, and the qualifications for promotion				

SECTION V

STAFF JOB ANALYSIS

INTERMEDIATE PERSONNEL

Responsibilities of the Resource Teacher/Department Chairman

1. Assist teachers in the individualization of instruction within vocational groupings

2. Provide vocational counseling for students for the purposes of program planning

3. Coordinate with both high school and intermediate regular and special education teachers in organizing cooperative vocationally oriented projects for intermediate students

4. Provide class coverage for regular or special education teachers offering to participate in cooperative vocational projects

5. Serve as liaison between department and community in order to utilize outside resources such as guest speakers and places for field trip visitations

6. Serve as team coordinator to insure team interdigitation concerning

   - Personal, social, academic and vocational needs and achievements of each student
   - Consistent actions to achieve behavior modification
   - Utilization of appropriate materials and methods
   - Ongoing educational and vocational diagnosis

7. Participate in modification and evaluation of secondary curriculum with other resource teacher/chairmen and the MR specialist

8. Maintain program files which will include

   - Educational and (vocational diagnostic) test results
   - Student skill progress charts
   - Mid-year progress reports
   - Disciplinary referrals
   - Attendance records
   - Weekly behavioral objectives and task sheets submitted by team members

9. Participate in parent-teacher meetings

10. Coordinate instructional materials and equipment orders submitted by team members

11. Coordinate with teachers and MR specialist in determining appropriate programs for students on modified schedules, and those evidencing particular difficulties in academic skill areas

Responsibilities of the Classroom Teacher

1. Participate in educational and vocational diagnostic testing of each student
2. Prepare behavioral objectives for individual vocational groupings; and task sheets delineating materials, methods and results for each student within the group
3. Prepare mid-year progress reports on students, copies of which to be sent to parents and area MR specialist
4. Participate in weekly departmental team meetings
5. Prepare annual instructional materials and equipment orders for program
6. Participate in ongoing modification and evaluation of curriculum
7. Participate in parent-teacher meetings
8. Assist in planning of relevant field trips for students
9. Participate in the implementation of the MR curriculum

HIGH SCHOOL WORK-STUDY PERSONNEL

Responsibilities of the Resource Teacher/Chairman/Job Placement Coordinator

Resource

1. Provide liaison and support to regular vocational teachers and the MR students enrolled in regular vocational training programs

2. Assist in the implementation of the longitudinal vocational curriculum

3. Assist teachers in

   - Individualization of instruction
   - Coordination of academic program with occupational laboratories
   - Ongoing educational and vocational diagnosis

Department Chairman

1. Conduct weekly department meetings to insure team interdigitation concerning

   - Personal, social, academic, and vocational needs and achievements of each student
   - Consistent actions to achieve behavior modification
   - Utilization of appropriate materials and methods

2. Provide counseling for students (disciplinary, vocational) with immediate feedback given to particular teachers involved

3. Review mid-year progress reports prepared by teachers with area MR specialist. Schedule parent conferences when applicable. Copies of the mid-year reports will be filed in student folders with area MR specialist.

4. Send through the chairman student referrals (disciplinary, parent conferences, drops/withdrawals, suspensions). With regard to student expulsions, the area MR specialist must be consulted prior to any action taken.

5. Coordinate and assist in preparation of program instructional materials and equipment orders

6. Attend monthly meetings with other program chairmen and area MR specialist for purposes of ongoing program evaluation and coordination

7. Develop slide-tape presentation with area media specialist for January parent meeting

8. Coordinate with teachers and MR specialist in determining appropriate programs for students on modified schedule and those evidencing particular difficulties in academic skill areas

Job Placement Coordinator

1. Maintain student employment record files

2. Provide initial counseling for working students

3. Screen the specific kinds of employment selected by students for relevance to the student's vocational program

4. Arrange for transportation of students to and from job interviews

5. Contact employer prior to student interview

6. Maintain student files

   - Weekly time sheets
   - Quarterly employer evaluations
   - Interviewing records
   - Documentation of job terminations

7. Follow up on student's new employment with phone contact to employer after two weeks of work experience

8. Send to the area MR specialist copies of records designating the working students and their place of employment, along with any changes in work status

Responsibilities of the Classroom Teacher

1. Prepare behavioral objectives for vocational groupings, and specific task sheets for each student within the group delineating materials and methods used and the results. Initially these task sheets will be submitted weekly to the chairman and periodically reviewed by the MR specialist. Objectives and task sheets will be kept on file within the department for purposes of curriculum evaluation, modification, resource and coordination.

2. Attend weekly department team meetings to

   - Reassess student groupings
   - Coordinate behavior modification techniques
   - Provide ongoing educational and vocational diagnosis for each student
   - Facilitate individualization of instruction (hands-on activities relevant to vocational interest are medium through which academic skills will be taught)
   - Discuss and plan for relevant field trips

3. Prepare mid-year student progress reports to be sent to parents

4. Submit recommendations to chairman for preparation of annual instructional materials and equipment orders

5. Participate in parent-teacher meetings

6. Participate in ongoing modification and evaluation of curriculum

SECTION VI

JOB PLACEMENT PROCEDURES

I. *SCREENING PROCEDURES*

- Any job assumed by a student on an early-release basis must be related to his/her life-long vocational interest
- A cooperative work-study contract must be signed by the work coordinator, the high school principal, the parent, and the student prior to assuming employment
- Students must have obtained a satisfactory attendance record and an acceptable course record prior to being released for work experience
- Once obtaining employment, a student is required to remain on the job for a minimum of one month before changing employment. Should the student fail to meet this responsibility, he/she will be placed on suspension from employment for a nine-week period.
- The work study department will confer to determine the eligibility of a student for work experience
- The department chairman will assume the responsibility of giving a student permission for early release in conjunction with the approval of the area MR specialist. In the event there is a conflict of opinion between the chairman and the MR specialist, the area special education coordinator will be consulted.

II. *STUDENT RESPONSIBILITIES IN WORK EXPERIENCE*

- Students will be required to turn in monthly time sheets to the work coordinator. These forms must be initialed by the employer.
- Evaluations of student work experience will be sent to employers every nine weeks and kept on file in the student's record folder
- Through the JPP and PPSW classes, students will participate in self-evaluations every nine weeks
- In case of absence, a student will notify his/her employer and the work coordinator before 10 a.m. on the day of absence. In the event the student neglects this responsibility more than twice, the work coordinator will schedule a conference with the student to determine appropriate action to be taken.

III. *TERMINATION PROCEDURES*

- Before quitting a job, a student will give his/her employer a minimum of two weeks' notice. Simultaneously, he/she will inform the department chairman, who will in turn inform the MR specialist.

- Having terminated a position, a student will be given no more than one week of early-release time to find new employment. During this week, a student will be required to submit to the work coordinator a daily record of where he/she has looked for new employment.

- The work coordinator will be responsible for contacting the student's previous employer for verification and documentation of the student's reason for termination

- Prior to any student's assuming employment on an early-release basis, he/she must supply the following information to the work coordinator

  . Name of employer
  . Place of employment
  . Telephone number
  . Hours working
  . Salary
  . Job description
  . Work permit (if applicable)
  . Transportation arrangements from school to work (parent confirmation is required for students who are walking from school to their place of employment)

SECTION VII

SAMPLE VOCATIONAL SKILL DESCRIPTIONS

The following are samples of vocational, academic, social, and personal skills essential in specific vocational training.

These may be used as guidelines for teachers in developing relevant lessons for students within a particular vocational core area.

Reference Sources

Guide to Jobs for the Mentally Retarded (Revised Edition), American Institute for Research (1964).

Rehabilitation Services Commission, State of Ohio, 4656 Heaton Road, Columbus, Ohio 43229

VOCATIONAL CORE AREA: CONSUMER AND HOME MANAGEMENT

The student:

1. Knows and understands rules and regulations of the cooperative school work-study program

2. Fills out application forms properly

3. Secures birth certificate, worker's permit, Social Security card, physical examination, references, W-2 and W-4 forms

4. Is familiar with interviewing procedures

5. Reads and interprets classified ads

6. Is able to write letters in response to classified ads

7. Knows use of telephone and relationship in seeking employment interviews and making inquiries

8. Is familiar with agencies (advantages and disadvantages) helpful in obtaining employment, e.g., Virginia Employment Commission, military service recruiters, private employment agencies, and less formal sources

9. Displays appropriate dress for interview

10. Displays knowledge of rights of a worker, benefits, responsibilities, Social Security, unemployment compensation, workmen's compensation, and major industrial group insurance protection benefits, labor laws, and union laws

11. Displays knowledge of factors related to choosing a job, i.e., salary job security, amount of time permitted to work, opportunities for advancement, fringe benefits, transportation to and from work, initial cost for tools, uniforms, etc., reputation, health, and safety factors

12. Can compute wages, i.e., time, time and a half, and double time

13. Recognizes advantages and disadvantages of changing jobs

14. Understands business terminology and its application to consumer needs, i.e., retail, wholesale, sale prices, discounts, guarantees, warranties, interest rates, down payments, charge accounts, credit cards, impulse buying, advertising, mail orders, and door-to-door sales

15. Understands budgeting and its application to present and future needs

16. Understands bank services, i.e., checking account, savings account, and borrowing money

17. Understands basic utilities, i.e., water, electricity, gas, and phone

18. Understands citizenship; political and governmental decisions, governmental theories, laws and rights relating to individual and groups, voting process, voter registration, and basic components of local

judicial system

19. Understands foods: preparation, consumption and purchasing

20. Understands clothing materials: processes, purchasing

21. Understands types of housing such as apartments, houses and mobile homes, and advantages and disadvantages of buying or renting

22. Understands laws of supply and demand and their relationship to purchasing food, clothing, and housing

23. Understands transportation facilities available and how to deal effectively with each: bus, train, subway, automobile, airplane

24. Understands advantages and disadvantages of purchasing a new or used automobile

25. Understands maintenance costs associated with an automobile for such things as tune-ups, battery, tires, gas, oil, major overhaul

26. Understands and utilizes leisure time

27. Understands basics of homemaking and family living

- Emergency procedures
- Babysitting responsibilities
- Emotional needs of self and family
- Care of pets
- Care of house plants

28. Understands essentials of maintaining one's own health, i.e., nutrition, rest, body care, cleanliness, physical fitness, and the prevention and treatment of illnesses

VOCATIONAL CORE AREA: CONSUMER AND HOME MANAGEMENT--Child Care

The student:

Vocational Skills

1. Knows basic food-handling procedures
2. Demonstrates communication skills necessary to relate to all ages of children
3. Demonstrates appropriate use of telephone necessary for making and receiving calls
4. Assists in supervision of indoor play
5. Assists in supervision of outdoor play
6. Assists in supervision of academic situations
7. Assists in supervision of feeding of children
8. Demonstrates appropriate gross and fine motor skills
9. Is familiar with procecures and policies of day care centers

Personal Characteristics

1. Has interest in children
2. Exhibits confidence, poise, leadership and social responsibility
3. Is patient
4. Is cheerful
5. Is in excellent health
6. Has physical energy, stamina
7. Is sympathetic and empathetic to problems of others
8. Relates well to people; asks questions, converses
9. Has clean personal habits
10. Is attentive
11. Has some degree of manual and finger dexterity and motor coordination
12. Follows directions
13. Works independently

14. Observes safety procedures

Academic Skills

1. Has knowledge of development of children

2. Assists in supervision of children in their learning experiences including art, music, and recreational activities

3. Demonstrates mathematical skills necessary to take attendance, helps set table, and sets out appropriate academic materials at head teacher's request

4. Reads distinctly from nursery and pre-primer books

VOCATIONAL CORE AREA: PUBLIC SERVICE--Food Service

The student:

Vocational Skills

1. Clears dishes from table, cart, tray
2. Lifts and carries tray with food, dishes
3. Serves food--dining room, counter
4. Replenishes beverages, rolls; serve relishes
5. Portions out food to plates
6. Sets up or replenishs counter food, dishes, silver
7. Replenishestable supplies: salt, pepper, napkins, etc.
8. Carries, serves food outside dining room
9. Makes up tray according to diet list
10. Wraps food for carry-outs
11. Sets tables (partially, completely)
12. Makes sandwiches
13. Gathers ingredients, equipment; opens containers
14. Prepares simple foods: coffee, eggs
15. Prepares vegetables and fruits for cooking, or salads
16. Prepares meat for cooking
17. Stirs cooking food
18. Measures and combines ingredients for one or two kinds of food
19. Carves meat for serving
20. Takes orders
21. Counts money, use cash register
22. Conducts guests to table
23. Assembles menu card or folders
24. Mops floors; cleans up breakage, spills
25. Sweeps or vacuums floors, rugs, drapes
26. Washes, dusts, polishes furniture and fixtures

27. Scrubs and waxes floors by hand or machine

28. Washes windows

29. Cleans stove, refrigerator and related kitchen appliances

30. Polishes and burnishes silver; wrap

31. Scrapes dishes, trays, pans

32. Scours work tables, meat blocks, counter

33. Washes dishes, silver, pans (manual and machine)

34. Washes and dries dishes, silver by hand

35. Stores or shelves dishes, cooking utensils, silver

36. Uses care in handling dishes, perishable goods, glasses; use of safety procedures near heat; caution when handling knives

37. Sorts and shelves food products

38. Burns trash, operate incinerator

39. Cleans up outside areas

Personal Characteristics

1. Works with limited supervision

2. Exhibits general physical strength, resistance to fatigue

3. Interacts with other employees and public, ask questions, converse

4. Demonstrates good grooming habits, accepted mannerisms

5. Works in close cooperation with other jobs

6. Demonstrates good gross/fine-motor coordination

7. Follows directions

8. Has excellent health--free from communicable diseases

9. Works under pressure

10. Performs at a consistent, possibly rapid pace

11. Tolerates repetitive or monotonous tasks

12. Performs several activities at/or near same time

13. Performs timed, scheduled activities

Academic Skills

1. Identifies, selects, and utilizes goods (color, texture, small, taste)
2. Identifies, selects, and utilizes food utensils
3. Identifies, selects, and utilizes cooking appliances, including ancillary equipment
4. Recognizes various quantities and/or portions of food (weights and measures)
5. Memorizes proper table setting procedures
6. Counting procedures--ability to give change
7. Uses cash register properly
8. Reads menus proficiently (reading skill)
9. Sequences arrangements
10. Sorts various items by physical properties (color, size, etc.)
11. Writes out food orders properly
12. Reads simple dials, gauges, thermometers, etc.
13. Locates or identifies by number, word, or other symbol

VOCATIONAL CORE AREA: BUSINESS--Clerical

The student:

Vocational Skills

1. Folds papers
2. Ties with cord or srring
3. Removes staples
4. Staples paper
5. Punches paper
6. Cuts paper
7. Uses rubber stamp
8. Sharpens pencils
9. Unpacks materials
10. Shelves materials
11. Collates and sorts materials
12. Files alphabetically, numerically, and by subject
13. Seals envelopes
14. Stuffs envelopes
15. Wraps for mailing
16. Addresses envelopes from copy
17. Uses postage meter
18. Feeds addressograph
19. Stamps envelopes
20. Receives and sorts mail
21. Runs simple errands
22. Delivers messages
23. Uses telephone
24. Reads simple material
25. Operates duplicating machine (hand/electric)
26. Uses time clock correctly
27. Identifies, selects, and utilizes office machines, equipment and supplies

Personal Characteristics

1. Demonstrates good grooming habits acceptable mannerisms
2. Interacts with other employees
3. Works independetnly
4. Tolerates repetitive tasks
5. Remembers directions, procedures, and nomenclature
6. Performs at consistent pace
7. Is punctual and reliable
8. Is aware of time and schedules
9. Performs within well-defined limits

Academic Skills

1. Knows how to alphabetize
2. Recognizes and writes numbers
3. Uses proper telephone techniques
4. Writes messages
5. Understands and follows directions
6. Reads instructions

VOCATIONAL CORE AREA: BUSINESS--Stock Clerk

The student:

Vocational Skills

1. Loads and unloads merchandise
2. Transports by stock cart
3. Packages or boxes for shipment
4. Wraps or unwraps packages
5. Ties with string or rope
6. Seals packages
7. Uses gumming tape
8. Packs merchandise
9. Racks or shelves stock
10. Sorts stock, cards, etc.
11. Marks and/or remarks stock
12. Stencils boxes
13. Counts
14. Alphabetizes
15. Reads (labels, etc.)
16. Delivers messages within building
17. Makes local deliveries on foot or by bus or truck
18. Writes messages (minimal)
19. Uses telephone
20. Weighs, measures (common weights and measures)

Personal Characteristics

1. Demonstrates good grooming habits, accepted mannerisms
2. Interacts with other people
3. Demonstrates verbal abilities, asks questions, requests assistance
4. Is punctual and reliable
5. Follows directions, instructions, and procedures

6. Exhibits good general physical strength, stamina

7. Works independently

8. Uses caution when handling fragile items; observes procedures for lifting

Academic Skills

1. Knows proper counting procedures relative to stocking merchandise

2. Knows alphabet

3. Knows common weights and measures

4. Knows basic directions relating to the delivery of merchandise

5. Writes simple messages

6. Uses proper telephone technique

7. Reads appropriately to locate and stock merchandise

8. Demonstrates number recognition skills necessary to identify adequately and mark stock

9. Arrange items in sequence

VOCATIONAL CORE AREA: CONSTRUCTION--Construction Helper

The student:

Vocational Skills

1. Loads and unloads equipment and materials
2. Uses common hand tools
3. Mixes sand, gravel, cement in correct proportions
4. Picks up scrap materials
5. Cleans tools and equipment
6. Stores tools and equipment
7. Pushes wheelbarrow
8. Performs simple carpentry
9. Sorts materials as related to the various construction jobs
10. Paints (hand/spray gun)
11. Signals (flagman)
12. Maintains tools, equipment, and machinery
13. Knows proper lifting and carrying techniques
14. Works on team such as in loading and lifting
15. Observes safety standards and procedures

Personal Characteristics

1. Exhibits physical strength and stamina
2. Is able to do repetitive tasks
3. Is punctual
4. Is reliable
5. Is able to work independently
6. Has verbal ability--asks and understands questions and directions
7. Follows directions, instructions, and procedures
8. Memorizes routine tasks
9. Wears suitable work attire

Academic Skills

1. Knows common weights and measures (proportions and ingredients)
2. Identifies, selects, and utilizes proper tools and equipment
3. Recognizes highway, safety, and construction signs
4. Is familiar with pertinent terminology
5. Has appropriate mathematical skills

SECTION VIII

CLASSROOM AND OCCUPATIONAL LABORATORY ORGANIZATION

In order to facilitate the implementation of the objectives for the secondary longitudinal curriculum, each classroom will be organized according to the following guidelines.

1. Simulated lab stations for scheduling individual and small-group hands-on activities relevant to the vocational interest area

2. Academic study areas for individual and small-group instruction

3. Resource centers containing supplementary research, instructional and career-oriented materials for independent study purposes

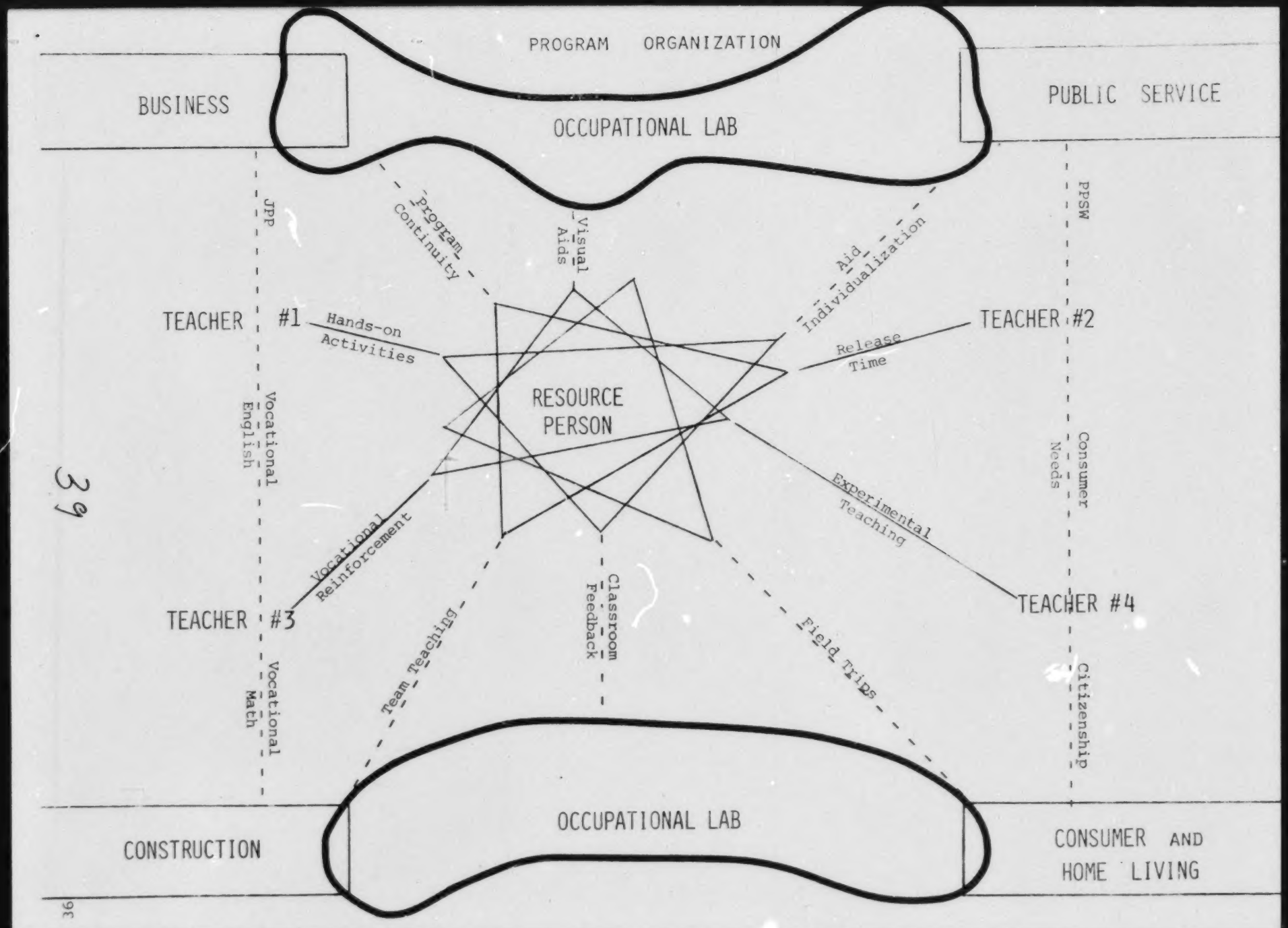
The occupational laborary facilities will provide the larger, more sophisticated equipment and materials required for intense practical application and instruction of vocational skills.

See the following sample diagrams:

1. Program Organization

2. Classroom Model

3. Occupational Laboratory Model


PROGRAM ORGANIZATION
BUSINESS
OCCUPATIONAL LAB
PUBLIC SERVICE
JPP
Program Continuity
Visual Aids
Aid Individualization
PPSW
TEACHER #1
Hands-on Activities
TEACHER #2
Release Time
RESOURCE PERSON
Vocational English
Consumer Needs
Experimental Teaching
Vocational Reinforcement
TEACHER #3
TEACHER #4
Team Teaching
Classroom Feedback
Field Trips
Vocational Math
Citizenship
OCCUPATIONAL LAB
CONSTRUCTION
CONSUMER AND HOME LIVING

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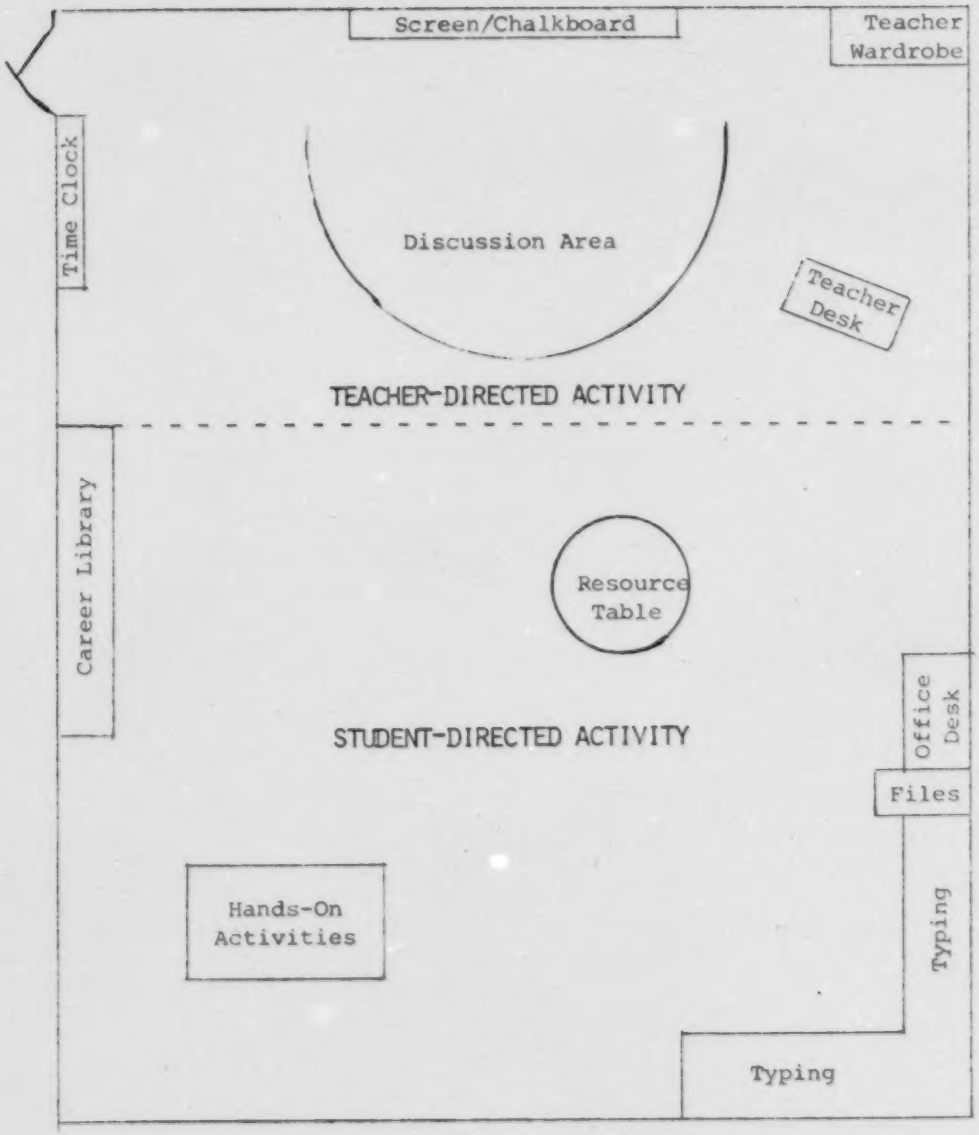
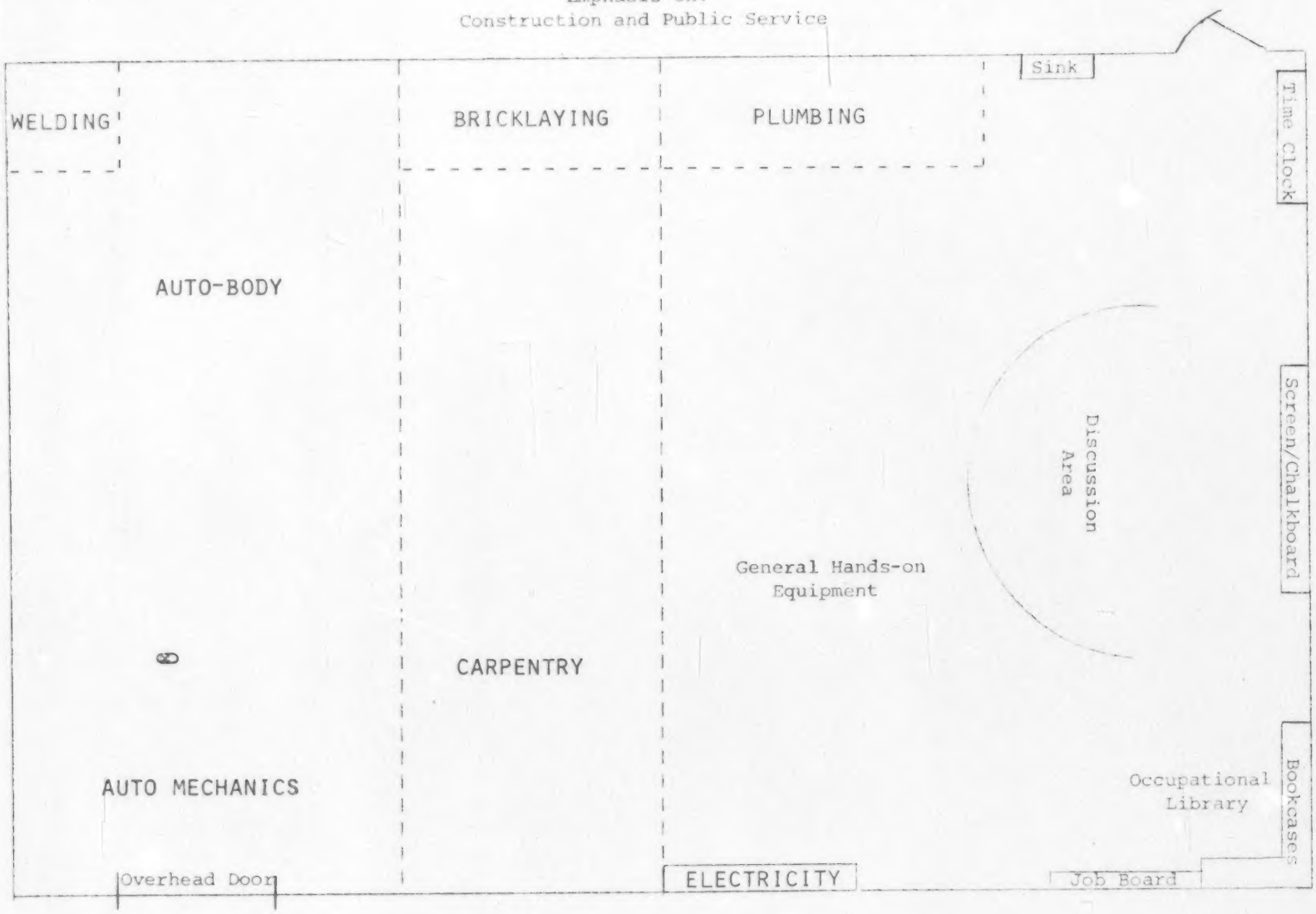
CLASSROOM MODEL



OCCUPATIONAL LAB MODEL

Emphasis On:
Construction and Public Service



SECTION IX

PROGRAM FORMS

TO BE USED BY TEACHERS OF INTERMEDIATE AND HIGH SCHOOL MR PROGRAMS

1. Vocational area objectives form
2. Daily/weekly lesson plan forms
3. Mid-year student progress reports

TO BE USED BY HIGH SCHOOL WORK-STUDY CHAIRMAN/JOB PLACEMENT PERSON

1. Student's monthly production report
2. Parent/School/Student Work Study Policy Agreement
3. Employer/Student working contract
4. Early-release permission form (for working students only)
5. Employment record data sheet (for working students only)
6. Quarterly employer evaluation form (for working students only)
7. Student evaluation of work experience form (to be completed by working students at the termination of employment)
8. Monthly report of working students--copies in program file and to area MR specialist
9. Employer record form
10. PPSW Resumés for Students' Personal Files

SECTION X

PROGRAM EVALUATION COMPONENTS

The following personnel and curriculum components will be used to measure the general success of the MR curriculum guidelines for the 1974-75 school year.

1. Classroom teachers
2. Resource/department chairmen
3. School principals
4. Area MR specialists
5. Area coordinators of special education
6. MR program specialist
7. Parents
8. Employers
9. Consultant to MR curriculum study
10. Daily objective and task sheets
11. Student attendance reports
12. Mid-year progress reports
13. Results of pre- and post-educational and pre- and post-vocational diagnoses
14. Behavioral changes due to new instructional emphases, e.g., vocational groupings and hands-on activities
15. Relevancy of program to students' actual area of vocational interest
16. Student evaluation of work experience

APPENDIX

The following survey form is an example of a survey that could be conducted to determine whether or not there is some consensus on the stated program goals and objectives.

It can be used with teachers, parent groups, administrators, and/or special interest groups.

It is not a complete survey to determine attitudes, values, or beliefs. It only measures whether or not people tend to agree with the basic principles.

If there appears to be disagreement, then another instrument could be developed which measures the extent of disagreement, and possibly the direction a re-formulation of goals and objectives would take.

The main ideas are first to find out how, in general, those surveyed perceive those goals, and secondly how they think such a concept could be implemented in the school.

If conducted in a public setting, it is important for the person or persons conducting the test to make sure that everyone understands the directions and what they are being asked to give their reactions to.

DIRECTIONS: *Please place a check mark in the appropriate spaces for each of the two sections, Perception About the Concept (as expressed by the statement) and in the section about Perception About Implementation, which best expresses whether or not you feel the concept could ever work in your school.*

	PERCEPTION ABOUT CONCEPT				PERCEPTION ABOUT IMPLEMENTATION			
	Very Important	Important	Somewhat Important	Not Important	Very Possible	Possible	Somewhat Possible	Impossible
1. Occupational skill development for the mildly retarded of intermediate and high school age is essential for their later success								
2. Mildly retarded children of this age level need special attention from classroom teachers								
3. Mildly retarded children should receive special support services other children don't receive								
4. A special effort needs to be made to insure the placement of these children and youth in jobs for which they have been specially trained by the school								
5. Vocational education teachers should have some major responsibilities for the development and implementation of a program in occupational skills								
6. This kind of a program should be largely developed in full by all the participants in the program								
7. Principals should assume the responsibility for the overall logistics, including time, space and resources allocation								
8. Counselors need to participate in this program								
9. Career counseling is an integral part of the effort in job placement								
10. Resource/chairpersons should assume the major responsibility for overall coordination of resources, scheduling, and room arrangements								
11. Fairfax County needs to disseminate research findings about problems of the mildly retarded to all teachers involved with project								
12. The personalities of the teachers involved with the mildly retarded are critical factors in the success of the program								
13. Each participating school needs to revise and adapt the time schedule to meet the special needs of the mildly retarded								
14. Each school, district, and area needs to establish a formal and informal communication network to report on progress								
15. MR teachers and regular classroom teachers should be held accountable for both successes and problems								

	PERCEPTION ABOUT CONCEPT				PERCEPTION ABOUT IMPLEMENTATION			
	Very Important	Somewhat Important	Important	Not Important	Very Possible	Possible	Somewhat Possible	Impossible
16. Each mildly retarded youth should have continuous diagnostic surveys to determine progress								
17. Every effort should be made to bring community and business and labor leaders into the program's operations								
18. The present academic curriculum ought to be oriented into the proposed vocationally oriented curriculum for the MR youth								
19. Parents should play a large role in the determination of the program plans and eventual implementation								

1974-75

SUGGESTED TIME FRAME FOR IMPLEMENTATION

OF

CURRICULUM FOR THE MILDLY RETARDED

August — County and area inservice programs

September

1. MR specialist will have visited every MR program within area
2. A visitation schedule by MR specialist and area programs will have been determined
3. Program student numbers and plant facilities for programs will be firm
4. Tentative: September 16-18, 9 a.m. - 12 noon--Curriculum Workshop for continuing education requirements--taught by Dr. Don Sharpes to all intermediate and high school resource/chairpersons, MR specialists

October

1. Teachers will have their classrooms and labs organized according to the curriculum guidelines
2. Students will be grouped according to vocational interest areas
3. Materials and equipment needed by each program will have been determined
4. October 18--first meeting of all area MR specialists and the resource teachers/chairmen will be held for coordination purposes

November — Teacher inservice--to be more specifically planned after October 18 by area MR specialists and program specialists
Possibilities:

- Mid-quarter evaluation with consultant
- Plans for cooperative vocational interschool projects
- Problem-solving of general areas in implementation

December — Teachers to begin work on mid-year student progress reports

January

1. Mid-year student progress reports sent to parents by area Special Education Divisions on January 28
2. Plans for biannual parent meeting

Mid-Spring — Countywide Career Fair for students in MR secondary programs--to be organized by area MR specialists

OPINION SURVEY FORM

SECONDARY CURRICULUM STUDY
July 1974

DIRECTIONS: Please check correct box:
☐ *Parent* ☐ *Teacher* ☐ *School Administrator* ☐ *Other*
Please check a mark in the appropriate spaces below.

	Not Import.	Import.	V. Imp.
1. Specific vocational skills should be a part of the MR curriculum.			
2. Specific vocational-skill <u>training</u> should be a part of the MR curriculum.			
3. The major function of the program should be to promote academic skills.			
4. Every child should work successfully after graduation from high school.			
5. Children should get along with others (peers, supervisors, teachers).			
6. Students should assume full responsibilities for livelihood.			
7. Students should be given opportunity to explore a variety of occupational careers.			
8. Student should be able to choose vocation that he/she wishes to pursue.			
9. Student should participate in the evaluation of his/her progress.			
10. Student should be involved in determining his/her school program.			
11. Students should participate in evaluation of school program.			
12. Parents should participate in evaluation of school program.			
13. Principal involvement is necessary for successful program implementation.			
14. Parent involvement is necessary for successful program implementation.			
15. Teacher team planning is essential in successful program implementation.			
16. Individual diagnosis is essential in order to develop a program for each student.			

OPINION SURVEY FORM

	Not Import.	Import.	V. Imp.
17. Parent-teacher communication is essential for successful student progress.			
18. All regular teachers should be aware of the special education program objectives.			
19. Regular attendance is essential for student success in the program.			
20. Good health habits are essential for successful school progress and work.			
21. Mildly retarded children of this age level need special attention from classroom teachers.			
22. A special effort needs to be made to insure the placement of these children and youth in jobs for which they have been specially trained by the school.			
23. Counselors need to participate in this program.			
24. Career counseling is an integral part of the effort in job placement.			
25. The personalities of the teachers involved with the mildly retarded are critical factors in the success of the program.			
26. Each school, district, and area needs to establish a formal and informal communication network to report on progress.			
27. Every effort should be made to bring community and business and labor leaders into the program's operations.			
28. Parents should play a large role in the determination of the program plans and eventual implementation.			

DIRECTIONS: Please place a check mark in the appropriate spaces for each of the two sections, Perception About Concept (as expressed by the statement) and Perception About Implementation, which best express whether or not you feel the concepts could ever work in your school.

	PERCEPTION ABOUT CONCEPT				PERCEPTION ABOUT IMPLEMENTATION			
	Very Important	Somewhat Important	Important	Not Important	Very Possible	Somewhat Possible	Possible	Impossible
1. Improve communication skills, especially the basic skills of listening and speaking, quantitative reasoning, writing, and reading, as a result of student interest in a specific vocational area and later employment in that area.								
2. Identify a set of diagnostic instruments to discover ways of improving and teaching these skills.								
3. As a result of increased knowledge about student potential, individualize the basic skills program for those students.								
4. Identify and implement a series of resources and techniques for individualizing the diagnosed needs of those students.								
5. Develop a program based on individual student aptitude and vocational interests within four vocational areas: business practices, public service, consumer and home management, and construction trades.								
6. Identify (and/or develop) and use tests that measure vocational aptitude and interest.								
7. At the intermediate level, have students explore all four vocational areas.							0	
8. At the high school level, have students, as a result of diagnosis, counseled into one of the four vocational areas.								
9. Enable seniors and possibly some juniors to experience on-the-job training.								
10. Develop personal and social attitudes essential for successful living at school and in the community and for homemaking.								
11. Develop personal attitudes like good grooming and sound health habits, and acceptable attitudes toward work and self-appraisal.								
12. Develop social attitudes such as relating to others, and respect for the rights and privileges of self and others.								
13. Develop homemaking skills such as child-rearing practices, household managing, and positive husband-wife relationships.								
14. Develop personal habits relating to punctuality, dependability, initiative, cooperation, and awareness of the thresholds of strong emotions; develop responsibility for and acceptance of the consequences of personal actions.								

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	PERCEPTION ABOUT CONCEPT				PERCEPTION ABOUT IMPLEMENTATION			
	Very Important	Somewhat Important	Important	Not Important	Very Possible	Somewhat Possible	Possible	Impossible
15. Develop positive behaviors supporting democratic ideals and civic responsibilities, such as local and state government, and local judicial processes and laws.								
16. Develop a program of specific occupational clusters that will enable the student to be employed, remain employed and be promoted.								
17. Identify or develop a cluster of skills which will increase the student's knowledge and practice of personal work habits, such as honesty, dependability, etc.								
18. Identify or develop a cluster of skills that the student's knowledge and practice of relationships with fellow workers, supervisors, customers, and subordinates, such as appearance and attire, respect for others' preferences, etc.								
19. Identify or develop a cluster of skills relating to the search for employment, the maintenance of employment, and the qualifications for promotion.								

COVER SHEET

Teacher _____ Vocational Core Area _____

_____

A. General Objectives for Vocational Area

B. Basic Materials and Equipment Required

LESSON PLAN

Student's Name _____ Teacher _____

Grade Level _____ Vocational Core _____

Week of _____

PERFORMANCE OBJECTIVES	MATERIALS USED	TEACHING STRATEGIES	RESULTS

FAIRFAX COUNTY PUBLIC SCHOOLS
COOPERATIVE WORK-STUDY PROGRAMS
MID-YEAR STUDENT PROGRESS REPORT

Student's Name _____ Date _____

Grade Level _____ Vocational Area(s) _____

_____

	POOR	FAIR	EXCELLENT
Punctuality--attending class on time	____	____	_____
Attitude in class	____	____	_____
Following instructions and directions	____	____	_____
Responsibility for school property	____	____	_____
Working up to his/her capabilities	____	____	_____
Completing assignments	____	____	_____
Use of constructive criticism	____	____	_____
Peer relationships	____	____	_____
Faculty-staff relationships	____	____	_____
Accuracy--performing within well-defined tolerances	____	____	_____
Decision-making ability--judgement	____	____	_____
Vocationally suitable appearance	____	____	_____
Initiative--performing tasks without being told	____	____	_____
Teamwork	____	____	_____
Timing--performing timed, scheduled activities; aware of time	____	____	_____
Safety habits	____	____	_____
Health habits	____	____	_____
Adaptability--flexibility	____	____	_____
Perseverance --consistency of performance	____	____	_____

TEACHER COMMENTS:

Should you wish to schedule a conference with your child's teacher, please contact _____ _____, department chairman, at _____ at your earliest convenience.

Canary - Coordinator
Pink - Employer
Green - Parent

FAIRFAX COUNTY PUBLIC SCHOOLS
Policy Agreement

FOR: Distributive Education
Industrial Cooperative Training
Vocational Office Training
Cooperative School Work-Study Program

HIGH SCHOOL _____ DATE _____

1. No student shall work on days when absent from school unless advanced permission has been given by the coordinator. Violations of this will be treated as truancy. It is the responsibility of the student to notify the coordinator and the employer by 10 a.m. each day when absent.

2. Parents or guardians will assume responsibility for the conduct and safety of the student from the time of leaving school until reporting to job; likewise, from the time of leaving job until arrival at home.

3. On-the-job training is the responsibility of the school. A student shall not terminate his/her job without the approval of the coordinator. The coordinator must approve all jobs and reserves the right to change the student's job if deemed necessary.

4. A student who loses his/her job due to negligence or misconduct may be dropped from the program and lose credit for the course.

5. Employment conditions, including total hours worked by the student, will be regulated by the coordinator and the employer. (Minimum 15 hours; maximum 28 hours). All students under 18 are required to have a work permit.

6. Transportation to and from the place of employment is the responsibility of the student. Transportation arrangements must meet with the approval of his/her parents and the school administration.

7. The student's first responsibility is to the school. It is the student's responsibility to make satisfactory arrangements with his/her employer concerning his/her work schedule on those occasions when the student's presence is necessary at school.

8. Students in cooperative work training programs are subject to all school regulations.

9. Unemployed students, upon completion of their daily classes, must either remain at school under supervision or engage in other activities as directed by the coordinator. Employed students, upon completion of their daily classes, must either report to their jobs, go home, or remain in school for a supervised activity as directed by the coordinator.

10. The student will be expected to conform to the requirements of the school and the employer with respect to grooming.

11. The student shall conduct self in a manner that will reflect credit to self, school, and employer.

12. It shall be the responsibility of the student to submit necessary reports to the coordinator when required.

The undersigned have read and agree with the above policies:

_____ Student

_____ Parent or Guardian

_____ Coordinator, _____

_____ Principal

SECONDARY SCHOOL

Shortened Schedule Contract - Student

I, _____, a student at Secondary School, wish to apply for a shortened class schedule so that I may be employed at _____ _____. I will be scheduled to work _____ days a week. My work hours will be from _____ to _____. I agree that if I should give up my job for any reason I will notify my department chairman within two days. I also agree that I will provide my own transportation and that I will leave campus within ten minutes of the conclusion of my last scheduled class.

_____ _____

Date Student's Signature

SECONDARY SCHOOL

Shortened Schedule Contract - Parent

I, _____, parent/guardian of _____, request that _____ be allowed to leave school early to hold down a job. I understand that _____ will not be able to carry a full schedule of classes and will earn a reduced number of credits. I fully agree:

1. _____ is to provide his/her own transportation.
2. _____ will leave the school grounds at the conclusion of his/her last scheduled class.
3. If for any reason employment status changes, the department chairman will be notified within a two-day period.

_____ _____

Date Parent's Signature

EMPLOYMENT RECORD SHEET FO[illegible]REA WORK-STUDY PROGRAMS

NAME _____ BIRTHDATE ____/____/____
(Mo.) (Day) (Year)

ADDRESS _____ PHONE _____

_____

SOCIAL SECURITY NUMBER _____ DATE OF GRADUATION _____

RECORD OF EMPLOYMENT

COMPANY & SUPERVISOR	ADDRESS	PHONE	POSITION HELD	SALARY	HOURS	DATE BEGAN	TERM. DATE

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Principles and Practices of Successful Workership

Follow-Up Questionnaire

Complete in duplicate with pupil following each job experience.

(Use other side to record suggestions and make comments for improving the training program.)

Name _____

Job _____

Employer _____

Address of Employer _____

How do you feel about your job? Please check:

_____ Like it.

_____ Do not like it.

_____ Feel indifferent.

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What does your job involve? _____

What do you like best about your job? _____

What do you like least about your job? _____

How did you get your present job?----By application_____Through employment agency_____Interview_____

By job placement specialist_____Through teacher_____Other*_____

*Explain_____

Paid by hour?_____Yes_____No If yes, what is the hourly rate? _____

Do you feel that your training in high school helped you in getting your job? _____Yes_____No

Do you feel that training was a good investment? _____Yes_____No_____Definitely

What problems have you encountered in your job that your training did not help you solve? _____

_____

What problems have you encountered in your job that your training helped you solve? _____

_____

COOPERATIVE SCHOOL WORK-STUDY PROGRAM

FAIRFAX COUNTY PUBLIC SCHOOLS - VOCATIONAL REHABILITATION PROGRAM

MONTHLY REPORT OF COOPERATIVE PART-TIME TRAINING PROGRAM

(Name of Coordinator) _____ (High School) _____ (City) _____ (Month and Year)

1. List boys and girls alphabetically, last name first, and give full first and last name.
2. Type or print in ink. Submit two copies to supervisor by 5th of each month.
3. Carry dropouts on report for one month only and then eliminate entirely. Indicate "dropped" by name.

NAME OF STUDENT	PLACE OF EMPLOYMENT	TYPE OF COOPERATING AGENCY	GRADE	V.E. STATUS	TYPE OF WORK STUDENT IS DOING	TIMES STU. VISITED	TOTAL HOURS WORKED	WAGES PER HOUR	TOTAL MONTHLY EARNINGS

TRAINING PROGRESS REPORT

Name of Student/Client: _____

_____

_____

Supervisor: _____

Coordinator: _____

Rating Chart: Student/client will complete the following tasks daily or whenever necessary according to the discretion of the supervisor. Please rate in accordance with completion of task and quality of work.

Rate: + Satisfactory - Needs Improvement

Work Duties	Dates									
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										

Supervisor: Please add to this list any additional duties that arise with this job.

15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
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24.										
25.										
26.										
27.										
28.										
29.										
30.										

Comments:

Signature of Supervisor

Cooperative Work-Study Program

PPSW Resume

DATE _____

NAME _____ HEIGHT _____ WEIGHT _____ AGE _____

ADDRESS _____ TELEPHONE NUMBER _____
(Street) (City) (State)

EMERGENCY TELEPHONE NUMBER _____ PERSON TO CALL _____

BIRTHDATE _____ SOCIAL SECURITY CARD NUMBER _____
(Month) (Day) (Year)

VOCATIONAL REHABILITATION COUNSELOR _____ TELEPHONE _____

HIGH SCHOOL AREA WHERE YOUR HOME IS LOCATED _____

Transportation to School _____ BUS NUMBER _____

Transportation to Work _____

Transportation Home _____

EMPLOYER _____

SUPERVISOR'S NAME _____ TELEPHONE _____

JOB DESCRIPTION _____

WAGES PER HOUR _____

WEEKLY WORK SCHEDULE:

	A.M.	P.M.	HOURS WORKED
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

TOTAL HOURS PER WEEK _____